

Intersession 2000

**EDUC 472 - 4
Designs for Learning: Language Arts
(K-12)**

Tuesdays & Thursdays
8:30-12:20 in MPX 7600

D03.00

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PREREQUISITE
Educ 401/402

COURSE DESCRIPTION

This course will focus on an experiential approach to developing the knowledge, skills, and strategies through pedagogy and teaching practice that contribute to a definition of the teaching of English Language Arts. Integration of the strands (reading, writing, speaking, listening, viewing, and the representing) will be emphasized to create a dynamic Language Arts program in the classroom. The reading of literature and the practice of writing will be major components of the course because of the belief that teachers of English Language Arts should be experienced and knowledgeable readers and writers.

Students will be expected to attend rigorously to principles of learning, especially as those principles apply to the diversity of learners in schools. At the same time, you will be invited to reflect upon your own learning, so as to explore not only the connections between practice and theory but also your role in encouraging the development of children's abilities to make meaning of their own world.

TOPICS

- the acquisition of language
- the process of reading and writing
- the connections between reading and writing
- the development of listening and speaking skills
- writing workshops/literature discussion groups
- integration of the six Language Arts strands
- strategies for reading and writing instruction (across the curriculum)
- development of an effective Language Arts program (children/young adult literature)
- assessment and evaluation

REQUIREMENTS

- completion of assigned professional readings
- completion of reading and writing assignments
- group presentations/participation
- teacher's portfolio (developing a reading and writing - literature based - program)

REQUIRED READINGS

Tompkins, G. E. & Pollard, M.J. (1998). Language Arts: Content and Teaching Strategies. (Canadian edition) Prentice-Hall Allyn & Bacon. I

Purves, A. C & Rogers, T. (1995). How Porcupines Make Love III: Teaching a Response-Centred Literature Curriculum. Longman.

Plus ONE of the following supplementary text:

Calkins, L. (1994). The Art of Teaching Writing. Portsmouth, NH: Heinemann. (primary & early intermediate)
Atwell, N. (1998). In the Middle (2nd edition). Boynton/Cook Publishers Inc. (upper intermediate grades)
Tchudi, S. & Mitachell, D. Exploring and Teaching the English Language Arts. Addison Wesley Longman Inc. (secondary)

RECOMMENDED READING

Popp, M. S. (1996). Teaching Language and Literature in Elementary Classrooms. Mahwah, NJ: Lawrence Erlbaum Associates. [Copp Clark Pitman: Longman].

In addition, a list of readings will be assigned throughout the course.